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ABSTRACT

This booklet is written for communities and their schools to help them design educational programs and activities that use local historical and cultural resources. This approach to teaching and learning is often referred to as heritage education by preservationists, museum educators, site interpreters, and folklorists. The document addresses the importance of the relationship between a community and its schools in promoting cultural education. In a section on heritage education and the school curriculum, the booklet suggests different ways that teachers can use the historical and cultural resources in their area to teach history, geography, social sciences, civics, the arts, language and literature, science and technology, basic skills, and higher-order thinking skills. Programs from different areas of the country are described including that developed by Drayton Hall, a National Trust historic property near Charleston, South Carolina in conjunction with local school districts. Another program discussed consists of a series of resource packets developed by teachers, scholars, and the Mystic Seaport Museum in Connecticut. The "Adopt a Building" program from the Texas State Historical Association, and programs in Washington, D.C., Kansas City (Missouri), and Salt Lake City (Utah) are described. Information on developing a program includes encouraging a preservation ethic, designing an educational program for the schools, professional development for heritage educators, funding for heritage education programs, and resources for heritage education. (DK)

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Heritage Education: A Community-School Partnership

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INFORMATION

Information Series No. 73, 1993

HERITAGE EDUCATION: A COMMUNITY-SCHOOL PARTNERSHIP

Every neighborhood and community abounds in sites and artifacts that document local heritage and link them to their region, the nation, and the world. This *Information* booklet is written for communities and their schools to help them design educational programs and activities that use local historical and cultural resources. This approach to teaching and learning is often referred to as heritage education by preservationists, museum educators, site interpreters, and folklorists.

Heritage is the collective values, beliefs, traditions, experiences, and accomplishments of a group of people. It can be expressed through their communal activities, social structures, institutions, work, writings, arts and inventions, and the way they relate to their environment. Preservationists are particularly interested in helping people understand and appreciate their heritage through places in the natural and built environment that reflect history and culture—houses, churches, commercial buildings, factories, parks, bridges, farms and so forth. The material culture—furnishings, art works, tools, clothing, and written documents—is equally important in helping people value their heritage.

The visible, tangible record of a people's historical experiences and cultural expressions provides an especially powerful and lasting document of a community's heritage. Events that have changed the course of history and shaped a nation's destiny, as well as the everyday happenings in a community, are recorded in a specific place and time, bringing continuity and meaning to people's lives and connecting them to past and succeeding generations.

The heritage of this country is the expression of many individuals and groups. The nation draws its character, strength, creativity, and special texture from both the vibrant threads of diverse community and regional experiences, and the common cloth that holds us together. By preserving tracings of our history found at archeological sites and in neighborhoods and communities, each generation bequeaths to the next a cultural inheritance: the labor of our bodies, the creativity of our minds, the triumph and failure of our institutions, and our search for security, fellowship, play, enlightenment, and inner peace.

The heritage education approach involves many fields of study: history, geography, economics, archeology, anthropology, sociology, science and technology, the arts, literature and theater, and more. It combines research, observation, analysis and interpretation from all of these fields so that we can understand better the themes, issues, events and people that have shaped our collective memory.

The heritage education approach is an exciting way for people of all ages to learn more about their history and culture. Students become actively involved in what they are learning—moving around in an environment where they can explore, investigate and discover. They can look at and touch the concrete realities associated with history. Every day heritage education practitioners enjoy that moment of recognition when students of all ages experience the connection between what they have learned in a textbook and what they see around them.

Heritage education helps students develop a preservation ethic that affirms a wholesome quality of life for all members of the community and encourages conservation of the community's natural, historical, and cultural resources. Preservationists in communities throughout the country have initiated a variety of programs such as walking tours, interpretive markers, museum activities, downtown revitalization programs, special community events, and restoration projects to help students recognize and appreciate the surrounding historic and cultural environment. Preservationists are working with schools to integrate heritage education into

National Trust for Historic Preservation

the school curriculum so that young people will learn to value the significance of the historic places and artifacts remaining in their community and become responsible stewards for their environment.

Numerous heritage education projects and activities are occurring throughout the United States. This booklet uses examples drawn from a variety of programs and suggests a number of ideas that communities and schools can adapt to the classroom. It also includes suggestions for locating heritage education resource persons who have a wide range of knowledge, skills, and experiences and who are willing to help.

Elementary school students in two Kansas City schools focused their attention on Kansas City landmarks and created a calendar.

Heritage Education and the School Curriculum

"One of the methods I have found most effective in motivating my students is to relate the teaching of the history of the United States to historic places."

—Peter J. Cheoros, Teacher
Long Beach, California

Teachers develop classroom lessons based on the curriculum set by the state and the school district. Although some curriculum differences exist among states and communities there is significant uniformity throughout the United States. The curriculum at each grade level is intended to:

- expand the students' knowledge in core subject areas, such as history, geography, literature, mathematics and science;
- strengthen their basic skills, such as reading, writing and mathematics;
- develop their higher order thinking skills, such as research, investigation, analysis and interpretation; and,
- reinforce responsible civic values and habits, such as respect for the community's heritage and environment and an attitude of community responsibility.

These curriculum goals can best be achieved when students are interested and excited about what they are learning. Heritage education actively engages students in the learning experience. Students can be detectives, artists, journalists, and thespians. Too often, heritage education projects are focused on gifted and talented students for learning enrichment. In fact, heritage education activities are good ways to keep the attention of students with diverse abilities. When exploring their own neighborhood, one student may be able to distinguish simple shapes and patterns in the environment, while another student could be encouraged to investigate the reasons why the community's founders laid out the neighborhood as they did.

How can teachers use the historical and cultural resources in their area to enrich student learning?

Teaching history: From elementary grades through high school, students move towards a deeper understanding of their place in history. Very young students begin by exploring their family, neighborhood, and community—what does it look like, who is there, what do they do? Older elementary students learn how their community is part of a larger world—the state and nation. In middle and upper schools, students integrate their knowledge of local, state, and national history with world history. By the end of their elementary and secondary education, students should be able to see the relationships among all of these historical perspectives. They should understand that what happens in their community is linked to events and people far away in time and place.

Teachers can use nearby historic places to illustrate issues and events important in local, state, national,

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and world history. A high school teacher in an urban school district who is teaching a unit on the 20th century revolution in transportation could have his or her students investigate the profound impact of the automobile culture on their own inner city neighborhood, such as the loss of public transportation, the loud and isolating expressways, and endless parking problems.

Historic sites provide graphic benchmarks for establishing the chronology of events in the life of a community. The architectural details on a downtown hardware store, for example, indicate that it was built at the time of the Civil War. The rows of tidy one-story homes in a now established suburb were built hastily to house soldiers coming home from World War II. The remains of a bridge abutment mark a calamitous flood that was a dramatic episode in the region's history.

Teachers who want students to develop an empathetic connection with historical events know that historic places provide evocative environments for that purpose. Sites in every community can teach students about conflicts among people, environmental crises, technological triumphs, creative beauty, and heroic hard work. A lesson plan on World War I could include a search for monuments, streets and buildings that memorialize the community's soldiers who fought and died in that war. Then students could do rubbings of inscriptions from monuments or graves for a school display.

Teaching geography: It is impossible to talk about the heritage of a community or group without considering the geographic factors that have contributed to the community's founding, history, socioeconomic life, and design. Climate, terrain, and available natural resources all translate into decisions about planting cotton instead of potatoes, shipping by boat instead of train, or building a home with adobe instead of brick.

Heritage education provides a way for teachers to connect geography and the human imprint on the environment. For example, an elementary class studying local history could learn how the proximity of a major river led to the town's early settlement and subsequent development as a shipping and industrial center.

Teaching the social sciences: Neighborhoods, communities and regions have innumerable places and artifacts that document their social and economic life from pre-Columbian times to the present. Places and objects are especially important resources for understanding the vast numbers of people who leave few written records of their contributions: farmhands, factory workers, homemakers, construction crews, porters, and many others. On a neighborhood walk, for example, elementary students can list, photograph, or draw the variety of structures that surround them—buildings, fences, stairways, parks, streetlights—to learn about the many different kinds of workers needed to build and maintain their neighborhood.

Teaching civics: Civics is often taught at the high school level as a separate course to introduce students to the structure of government in the United States and citizenship responsibilities. Civics, however, is an integral part of history and social studies courses at every grade level. In their 1990 report on education for the year 2000, the governors of the United States identified instilling civic attitudes and values as a fundamental goal.

Teaching with Historic Places

"Teaching with Historic Places," a collaborative program of the National Register of Historic Places and the National Trust for Historic Preservation helps teachers use historical and cultural resources in their communities and nationwide to enrich teaching and learning in history, geography, the social sciences and other subject areas. "Teaching With Historic Places" offers short lesson plans that use historic places listed in the National Register as source materials for studying topics that are a part of the social studies curriculum in the middle grades. The program is also producing educational kits for longer teaching units organized around a group of thematically connected historic places. Along with these educational materials, the program trains teachers to develop their own heritage education activities through workshops and a curriculum framework for schools of education.

The National Trust and the National Register developed this program with the help of national leaders in elementary and secondary education, and practitioners in the many disciplines related to heritage education—archeologists, historians, geographers, architects, artists, archivists, and museum educators. The program is designed to meet state and local curriculum requirements, and to help teachers easily introduce heritage resources into the classroom. For more information contact the National Trust for Historic Preservation, 1785 Massachusetts Ave., N.W. Washington, D.C. 20036. (202) 673-4040.

Heritage education allows students to translate abstract concepts about civics and community responsibility into concrete action. For example, elementary school youngsters could adopt a historical monument near their school as part of their neighborhood studies project, learning about its significance and keeping the surrounding area clean. Middle school students could participate in a weekend workshop with preservationists to restore a vacant downtown building as a storefront museum. High school students could become junior docents at a museum or weekend guides at a local historic site.

Beyond an appreciation for community heritage, students need to understand how decisions about their community are made, and how they can participate in the decision-making process. Heritage education activities can provide direct opportunities to do this. For example, young students can start thinking about the kind of community they want to live in. Teachers can create simulation experiences in which students confront quality of life issues. Should we destroy a historic church in the neighborhood to create playground space? In order to pay for a community swimming pool, should we sell open park land to a builder for a shopping mall? As a part of their civics course, older students can actually engage in local and state government debates on environmental and land use issues, or they could prepare the nomination for a local historic site to the National Register of Historic Places.

Teaching the arts: The built environment and material culture comprise a rich repository of the fine and applied arts: sculpture and painting, textiles, woodworking, glazing, plastering, masonry, and many more. Heritage education is an excellent way to integrate the study of the arts into history and

Schoolchildren at Lyndhurst in Tarrytown, N.Y. view objects from the collection and make connections between the objects and their history.

the social sciences. Artistic styles and subject matter reflect historical periods and the beliefs and values of people at that time. Wall murals, for example, that were undertaken by workers employed through the Works Progress Administration, teach students about the Great Depression and the Roosevelt era.

The design arts provide a wonderful way for students to organize their understanding of the environment. Why and how a society designs its environment is a combination of many factors, such as aesthetics, geography, technology, history, culture, and economics. Younger students can learn basic concepts of design by tracing building shapes they find in their neighborhood and by looking for similarities and differences among simple features such as doorways, windows, and stairs. Then they can compare the designs of their own neighborhood with designs from different historical periods. Older students can work as teams redesigning their surroundings to change traffic patterns, create more recreational space, make shopping more accessible, and protect threatened natural and historic places in the community.

Because heritage education encourages experiential and interactive learning, students can engage in a variety of artistic expressions as they study history, geography or social studies. For example, students could draw sketches of buildings and streetscapes for an interpretive display on their community's heritage. They could present a living history performance at a local historic site. Or they could learn restoration techniques from craftspersons to rehabilitate a deteriorating structure or landscape in their neighborhood.

Teaching language and literature: Poets, novelists, and essayists may be the most observant interpreters of the environment. Authors use "place" to provide setting and

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mood, move the action forward and focus attention on an idea. Teachers who want students to understand the universality of literature from other times and places can find nearby sites analogous to those presented by an author. Students can also come to appreciate the unique vision of the author. Students could search out the "Walden Woods" in their region, for example. They could locate those places in their community reflective of the grinding work and poverty portrayed in Charles Dickens' London. Teachers could guide students in analyzing how Willa Cather uses place in her novels, and then students could select a place in their own community as a setting for a poem, short story, play, or essay.

Heritage education offers many opportunities to practice different kinds of writing projects and make oral presentations. Students of all ages can research historic places in their community and prepare written or oral reports. They can conduct interviews to develop oral histories. From this information, they could develop interpretive displays and programs about historic places. These could be as simple as descriptive notations for a bulletin board, or as complex as student-produced videos, hiking/biking tour guides, or street markers. Or students might prepare written and oral testimony for a hearing to protect a local historic site.

Teaching science and technology: In most communities students can see the influences of science and technology on their lives—electricity, the internal combustion engine, reinforced concrete, plastic and aluminum, telecommunication, medical science, and many more. They can locate sites in their communities—skyscrapers, bridges, expressways, agribusinesses, jetports, satellite dishes, medical centers, and military installations—that reflect these technologies and study the scientific principles involved. The familiar built environment is a wonderful way to teach basic concepts of science and technology to young students: how do buildings stand up, how do we get water to our neighborhood, and where does the sewer water go?

Teaching basic skills: Students are taught the value of reading print, but not how to read the surrounding environment. The natural and built environment and the material culture can be read just like a printed text. Students learn observation skills in science classes. Heritage education transfers these skills to the humanities and social science. Learning to *see* the grid or linear pattern of city streets, or the many different kinds of barns found in a rural community, or the shape of an unknown object discovered at an archeological site opens a whole new world of understanding for students. As teachers and students strengthen their observation skills, they recognize that virtually any classroom lesson will be enhanced by *looking around*.

Reading and observing to gather information, drawing maps, diagrams, and sketches, writing or giving oral reports, preparing displays, or planning a preservation project provide exciting opportunities for students of all ages and abilities to practice basic skills. For example, during a walk around a city block, younger children could be asked to find squares, circles, triangles, cylinders, and other shapes in the surrounding buildings and parks. For older students, a project involving sketches and drawn plans of a historic building or landscape further strengthens their observation skills.

Teaching higher order thinking skills: Educators emphasize that it is as important for students to learn *the ways of knowing* in a subject area as it is for students to collect facts about a subject. Students need to know how to gather and select critical information, analyze it, interpret it, and form generalizations. New curriculum frameworks encourage teachers to use primary source materials for this purpose, involving students in an inquiry process to discern their meaning. Usually students work with written materials as primary sources. Structures, sites, open spaces, and objects are also primary sources that students can use to develop their higher order thinking skills.

As students acquire visual fluency and gather more information about the environment and material culture, exciting new applications of the inquiry process open up. They can compare, contrast, discriminate, discern patterns, develop hypotheses and generalizations and form conclusions about visible and tangible realities. How does this building differ from the others on the street? What do you think this object is and how was it used? Why did the city develop in this direction, rather than some other? How has the changing age of the population affected the way we live in this community? How would you change your neighborhood? Students can track down information to solve mysteries about their community: why did the population decline in the 1890s; why did the factory close? Older students can seek out the relationship of larger historic themes to their community: how did our town respond to the Cold War; how does this city reflect America's multi-cultural population; why are African-American churches important to the community?

Drayton Hall

Drayton Hall, a National Trust historic property near Charleston, S.C., has collaborated with Low Country School Districts to help teachers make better use of the region's historical and cultural resources. Drayton Hall's education coordinator and the Charleston County school district's social studies coordinator hosted teachers from school districts throughout the region for a three-week mobile institute during June 1992.

The teachers visited dozens of Low Country historic sites. They kept a daily journal of their field experiences, and studied background documents, maps, charts and visual materials about the sites. More than 70 resource faculty from museums, historic sites, colleges, universities and school districts guided the teachers in designing educational activities and materials based on the sites they visited. Elementary, middle and high school teachers in all of the core subject areas are involved in this ongoing project.

In a number of instances, teams of teachers from a school or subject area will work collaboratively on developing curriculum materials. The community partners will be able to work with the schools in long range evaluation to learn if and how teachers have been able to integrate what they have learned into their instructional programs. For more information contact: Meggett Lavin, Curator, Drayton Hall, 3380 Ashley River Road, Charleston, S.C. 29414. (803) 766-0188.

Students at Drayton Hall become builder's apprentices for the day. Donning 18th century shirts, participants learn about the building process from beginning to end. *(Photo: Gene Heizer)*

Building Community-School Partnerships

"I think our citizens need to make strong connections with our past so that we can make good decisions about our future. I see a real link between a preservation ethic and citizenship education."

—Joseph Gotchy, Teacher
Auburn, Washington

The staff and volunteers of preservation organizations, historic sites, museum properties, and historical societies often find themselves the initiators of heritage education programs. They care deeply for their community's historical and cultural environment, and they want to share what they know with children and adults in the community, as well as visitors. More recently, entire communities are recognizing the benefit of heritage education as a way of helping residents focus on the kind of community they want — a community that reflects their shared heritage and assures a wholesome quality of life in the future. As a result of more effective programs by preservation and conservation groups, and initiatives such as Main Street and heritage tourism, civic and business leaders are working with local governments to protect and interpret the historical, cultural and natural resources in communities and neighborhoods.

The rapid changes occurring in school districts as a result of educational reform initiatives make principals, teachers and students receptive partners for developing heritage education programs. As we discussed, there are many areas of the elementary and secondary curricula where heritage education fits in. Educational reforms are also calling for school restructuring to give principals and teachers more flexibility in designing and scheduling instruction. Schools are being

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After learning about the significance of older buildings in their neighborhood, Chicago schoolchildren along with other area preservation and neighborhood groups boarded up the Chicago Bee Building to protect it from further vandalism and to draw attention to its deteriorated condition.

urged to form school-community partnerships that engage teachers, students and community members in projects that further student learning and civic responsibility. As residents watch local landmarks demolished or downtowns boarded up, they realize that it is important to teach students to be careful stewards of their environment.

The school partners for developing a heritage education program include: classroom teachers, curriculum specialists, principals, superintendents, school board members, students and parent groups.

Heritage education programs have a better chance of long-term success if more than one classroom teacher in the school is involved. An isolated teacher can do a terrific job using the historical and cultural resources in the area, but heritage education more likely will be integrated into the school's curriculum if teams of teachers and students from a grade level or subject area help design and implement the program. If the school district has curriculum specialists who design the district's instructional program to meet state and local curriculum objectives, they too need to be a part of the heritage education design team.

It is important to have the support of building principals, the superintendent and school board when introducing heritage education to the school. These are the school district representatives who control the instructional program, scheduling, use of space, and the budget. Their endorsement is especially crucial if a community wants to launch a comprehensive heritage education program for an entire grade level, building, or a district-wide program.

Schools are often the catalyst for informal educational programs such as scout troops, 4-H, and Future Farmers of America. While this booklet focuses on elementary and high school programs, it is important to remember that students participate in clubs and youth groups as after school and weekend activities, and parents are involved in these activities as mentors and guides. Many heritage education activities reach beyond what can reasonably be accomplished during the school day, but students, parents and community members might be interested in participating if these activities are associated with other youth programs.

The team developing the heritage education program should reflect the diversity of the community's heritage, and different perspectives on the meaning of the community's experience. Communities consist of many different races and creeds. The team designing a program to teach students about the contributions of Asian Americans should include Asian Americans in the planning process.

Different kinds of historical and cultural resources should be included in the heritage education program, such as natural and agricultural sites, maritime and industrial sites, residential neighborhoods and commercial areas, and vernacular buildings. This means that preservation organizations, museums and historic sites need to work together to design a community heritage education program.

There is a long list of people and organizations who can be extremely valuable supporting partners for heritage education programs. These include:

- college and university faculty and students, and research and technical assistance facilities;

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- neighborhood and community libraries, historical societies, art galleries, and folklore groups;
- informal educational programs;
- service and religious organizations;
- business groups and organizations;
- federal, state, and local government agencies; and
- regional and national professional associations.

College and university faculty can provide specialized assistance from the perspective of their particular disciplines, such as historic preservation, architecture, history, geography, education, and archeology. They know students in these fields who are looking for research projects and internships. The research facilities at colleges and universities can provide important information about the community and region, and how it is linked to national and world affairs. Some institutions have centers that offer specialized assistance, such as media production.

Libraries and historical and cultural organizations in the community can be the best place to track down hard-to-find information about local history, such as letters, diaries, journals, maps, photographs and art objects, out-of-print and limited edition texts. The staff and volunteers at these organizations may be the most knowledgeable people in the community about where to find information and who to ask. Also, these organizations often conduct informal education programs for students that can be integrated into a community-wide heritage education program.

Adults and senior citizens involved in photography, gardening, home repair and decorating, community theater and other kinds of self enrichment activities can lend their enthusiasm and talents to a heritage education program.

Members of service organizations such as the Junior League, Kiwanis, the Knights of Columbus, the American Legion, the Daughters of the American Revolution are often civic and business leaders with valuable information about the community and an interest in promoting the community's well-being. Members of religious congregations possess a wealth of information about community practices that may not be available from any other source. They too are concerned about preserving community heritage.

Chambers of commerce and business associations are interested in activities that create attractive shopping, merchandising and tourism areas. The interpretive markers, storefront displays, tours, and stewardship activities that are usually a part of heritage education programs are good for business. The National Trust's Main Street and heritage tourism programs would also be useful partners for a heritage education program.

Local, state, and federal government agencies can provide technical and sometimes financial assistance. These agencies include state historic preservation offices, the state departments of education, and the state councils for the humanities and the arts. In larger cities, there is often a city-level counterpart of these state offices. The staff at courts, museums and archives, parks and recreation, housing, education, the arts, transportation, agriculture and labor offices or departments can give access to documents such as deeds and wills, statistics and reports, maps and charts. In a number of states, the historic preservation office is partnering with the education department in developing heritage education curricula.

Federal agencies, such as the Departments of Interior and Education, the National Endowments for the Humanities and Arts, the Library of Congress, the National Archives and the Smithsonian Institution operate programs and provide funding for activities that relate to heritage education. National professional and membership organizations such as the American Institute of Architects or the American Association for State and Local History can locate persons with special expertise or nearby programs. A number of these organizations have state and local affiliates, so it is possible to find the experts close to home.

Designing a Community-School Heritage Education Program

"Children will learn about the choices they must face about their environment. Today's schoolchildren are tomorrow's adults."

—Dorothy Jenkins Fields,
Curriculum Specialist
Dade County Schools, Florida

A wide variety of heritage education programs and activities exist. Most programs begin informally, often as a one-to-one project between someone from a preservation organization or local museum and a classroom teacher. Students benefit from the partnership, and sometimes the project attracts the interest of other teachers and other community members. If heritage education is to be fully integrated into the community's educational programs, however, a more formal planning

process involving additional partners is necessary.

Whether just starting out to design a new heritage education program or to strengthen an existing one, the collaborating partners must consider several features of a successful program:

- a reasonable and achievable scope and focus for the program;
- good research and scholarship that gathers complete and accurate information about historic places in the community;
- thoughtful interpretation of the historic environment from a factual and balanced perspective;
- easy translation into educational programs and activities that link the meaning of historic places to the school curriculum; and
- a program that is supportive of a preservation ethic that considers the entire community's heritage.

All of these factors can translate into exciting activities and materials for a community heritage education program.

Deciding on the Program's Scope and Focus

Scope has to do with the size and complexity of the heritage education program, such as the number of collaborating partners involved, the number and kinds of historic places included in the program, and the number of people served. The focus has to do with the specific historic places used and the educational purpose of the program and activities.

The program should be do-able! The program's scope should not exceed what can reasonably be sustained by the collaborating partners. It might

Mystic Seaport Museum

The Mystic Seaport Museum has collaborated with teachers and scholars to produce a series of resource packets that teachers can use in conjunction with a site visit to Mystic Seaport, or as stand-alone classroom activities. "Voyaging: U.S. History through its Maritime Experience" and "Charting Your Course to Mystic Seaport" include excerpts from primary source documents such as journals, logbooks and newspapers, navigational charts and maps. Student activities link maritime history to other topics and events in history, geography and social studies and can be used across the curriculum.

For more information contact: Education Department, Mystic Seaport Museum, P.O. Box 6000, Mystic, Conn. 06355-0990. (203) 572-5328.

At the wheel of the full-rigged training ship,* Joseph Conrad, *children enjoy learning about the history of the tall ships at Mystic Seaport.
(Photo: Claire White-Peterson Photo, Mystic Seaport, Mystic, Conn.)

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be as simple as a one-day lesson plan that involves fourth-graders in a walk-around-the-neighborhood or as complex as revamping the geography curriculum for all middle school students, using a number of historic sites throughout the area. Try to avoid, however, the "one preservationist, one teacher" approach. Think in terms of a school-wide benefit, such as all fourth grade teachers or all middle schools.

Heritage education programs should also be flexible. It may be better to begin with a limited program and plan to expand over time as human and financial resources increase.

The scope and focus of a heritage education program may be determined initially by the interests of the sponsoring preservation organization or museum that has a commitment to particular historic sites. In the case of regional heritage corridors and areas, the scope of the program might involve many organizations and school districts and encompass an array of historical sites in a number of cities, towns and rural areas. Also, as school districts, state historic preservation offices, state education agencies, and other collaborating partners become involved in these programs, the scope and focus may be modified to meet the shared goals of the partners.

Some questions to ask about a heritage education program are:

- What specifically do we want to accomplish in a heritage education program?
- Is there a leading group, or groups, in the community interested in heritage education that can act as a catalyst to start a program? Realistically, what human and financial resources can they bring to the program?
- Who are the essential partners for developing a heritage education program in the community? How much time and what resources can they contribute?
- What historical and cultural resources in the community should be a part of an initial program?
- Who will be served by the program?
- Does the scope and focus of the program consider the heritage of diverse groups and different perspectives within the community?
- What supporting partners will be needed to design and implement the program?

Researching the Historic Places Used in a Heritage Education Program

Research and scholarship are an ongoing part of a community-school heritage education program. This can be an exciting part of the program, drawing teachers, students, residents, volunteers, and scholars into a search for more information about historic sites and their significance.

Heritage education programs should be based on solid factual information about historic places gathered from scholarly research, archives, libraries, public and private records, and oral histories. No matter how limited the scope or how narrow the focus, it is important to establish a research agenda for the program. This may be as simple as volunteers tracking down more information on changes made to a historic church that is the single focus of a small program, or as extensive as graduate interns conducting a site-by-site architectural survey of workers' housing in an early mill town.

Research should include information on the site's physical environment and structures, its design and material features. It should document the events that occurred and the people who lived or worked there. Research results (and needed additional research) should be considered in determining the scope, focus, and activities of the heritage education program.

Although it is extremely helpful to have scholars and experts as partners in a heritage education program, the actual research can be done by anyone in a community—even very young students.

Some questions to ask about planning a research agenda include:

- What is known, and what needs to be known about the historic places used in the heritage education program?
- What information sources are needed?
- What scholars and experts would be helpful?
- How are the collaborating partners and the students involved in gathering, analyzing and interpreting the research?
- Has the research agenda been designed to gather information on the heritage of diverse groups in the community? Will the research uncover different perspectives on the community's heritage?

Interpreting the Historic and Cultural Places Included in the Heritage Education Program

The interpretation of the historic places included in a community heritage education program should present a complete, accurate and balanced story about the place,

based on sound research. A building, structure, landscape, or neighborhood can be studied and interpreted like any other document of history. The interpretive program should include such information about the physical environment and structures as geography, geology, agriculture, and urban design and architecture.

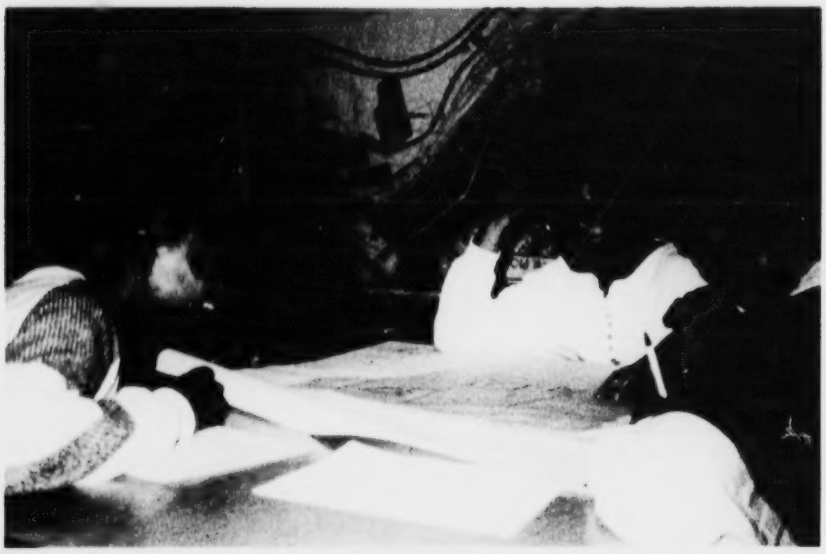
Places can tell many different stories. The events associated with a historic site should be told with an understanding for the differing perspectives of the various groups associated with the story—the property owners, the skilled laborers who built the site, the people who lived there, and so on. It is important to include the material culture, practices, events, and oral histories associated with the site as a part of its interpretation.

Historic sites should be interpreted in terms of their meaning to the local community, as well as to the region, the nation and the world. A Civil War battlefield, for example, documents events that had both poignant local meaning and profound national meaning. From one perspective the event may represent tragic defeat, from the other it may represent triumph of an idealogy. As new information becomes known through research, the interpretation of the sites should be modified.

Teachers and students can participate with preservationists to develop an interpretation program or to expand an existing one. It is a great way to teach the core subjects and higher order thinking skills. A social studies class, for example, could track down information about the migration of residents in and out of an older downtown neighborhood. Students could determine how the neighborhood's appearance has changed to reflect the different cultural, ethnic and racial groups who settled there over the years. They could then design interpretive markers or displays that educate the public about the neighborhood's rich heritage.

The following are some questions to ask about developing the interpretation of historic places used in the community's heritage education program.

- What interpretation programs of historic places in the community now exist through various organizations and groups?
- Are these interpretations based on good research, or do they need to be improved?
- What additional places should be interpreted for the community? What research needs to be done?
- Are a wide variety of community members involved in developing the interpretation of the historic places, and are the stories of diverse groups and different perspectives presented?
- Does the interpretation present the historic place's significance for local, regional, national and world events and issues?
- Are the material culture resources, oral histories, events and practices associated with the site included in the interpretation?
- Are those served by the heritage education program involved in developing the interpretation of



KAPP, "Kramer Anacostia Planning Project" in Washington, D.C., teaches students about their community's history and rich cultural heritage. Students learn basic neighborhood planning, historic preservation, community development and specialized research skills and language. Students then have the opportunity to practice these skills. *(Photo: Robert Rivers)*

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Adopt a Building

The Texas State Historical Association has designed an "Adopt A Building" program that can be integrated into the elementary and secondary curriculum for students throughout Texas. After spending the school year uncovering information about a building or other man-made landmark in their community, the class members sum up what they have learned in a ten-minute media presentation on the site's architectural and social history. In the process, students develop a new interest in the role buildings have played in the history of their communities. They also increase awareness of the preservation needs in their own neighborhoods.

For more information contact: David C. DeBoe, Texas State Historical Association, 2.306 Sid Richardson Hall, University of Texas, Austin, Tex. 78712.

the historic places including students and teachers?

- Does the interpretation program inform the community about the significance of the historic sites to diverse groups within the community?

Designing an Educational Program for the Schools

The design and preparation of the activities and materials for a heritage education program must involve the appropriate decision makers in the school. Preservationists and museum and site interpreters are enthusiastic about the places and objects for which they are stewards, and they want teachers and students to appreciate them equally. That will come. But teachers' first concern is the education of their students. So, *listen* to classroom teachers, curriculum specialists, and principals. What are they trying to accomplish with the students? How can the community's historical and cultural resources help them do that? If a teacher says, "I am looking for a more interesting way to teach the movement and settlement of peoples in my geography class," the community partners can respond, "Let us show you the places in our community that will help you do this."

It is an excellent idea to design heritage education programs and materials around other educational activities teachers care about, such as National History Day, Earth Day, library programs, essay contests, and debating societies. Link heritage education to upcoming regional and national celebrations. Teachers already understand the value of these activities, and they will be more open, and have more time, to experiment with heritage education.

The design of the educational activities and materials is closely linked to decisions about the size and scope of the heritage education program. The heritage education approach fits into any curriculum area and is a terrific way to teach interdisciplinary concepts and skills. Unless there is a very strong state or school district mandate for heritage education, however, it is best to begin by targeting efforts towards a particular grade level or subject area where there is teacher interest and student readiness. Let things grow from there.

Preservationists and museum and site interpreters understandably want to encourage teachers and students to get out, look around and visit historic places. Although field trips present a special opportunity for students to experience historic sites, it is also important to develop activities and materials that teachers can use in the classroom on a regular basis—slide shows, activity sheets for self-guided tours, and bulletin boards.

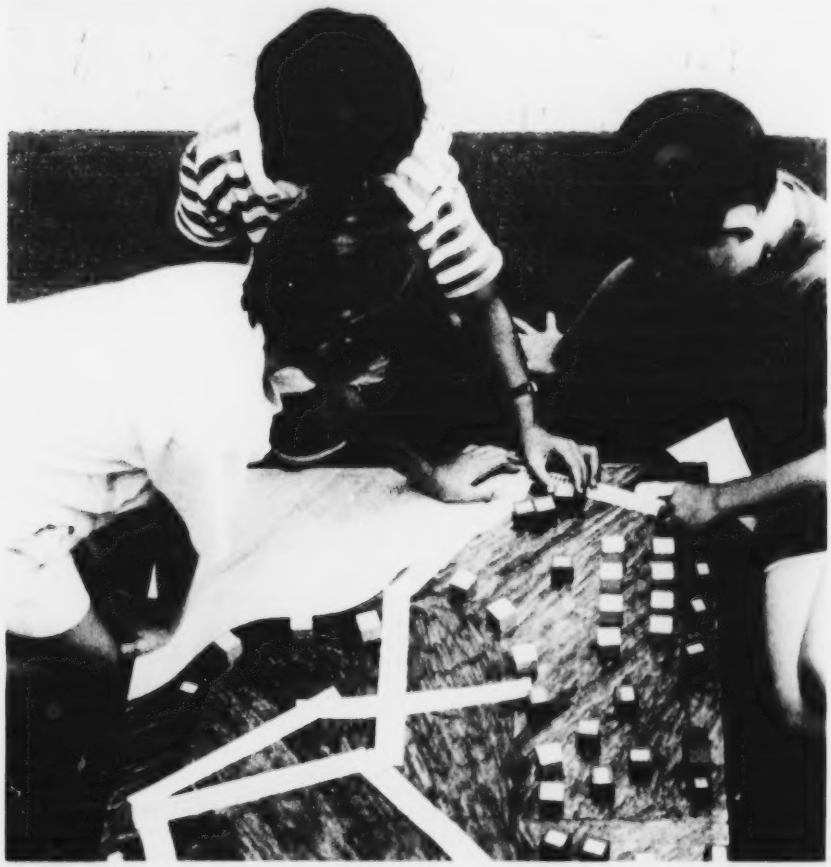
Students and parents need to be involved in developing the activities for a heritage education program to fit their interests and needs. If it does not excite students, and if parents are not supportive, the program is not likely to succeed. Also, many of the activities are best carried out in informal educational settings, such as scouting, church schools, YWCAs, or during unstructured explorations into the community.

This *Information* booklet focuses on heritage education programs and activities for elementary and secondary students, in conjunction with community partners. By the very nature of heritage education, however, programs and activities can and should serve community members of all ages. This is a wonderful way to involve young people with community elders, professionals, business persons, government

officials and ordinary citizens in mutual learning experiences.

Here are some questions to ask about developing educational activities and materials for a heritage education program.

- Are students stimulated and enthusiastic about the project?
- Are critical school partners involved in designing the program from the beginning?
- Is the scope and focus compatible with the school curriculum?
- Do the activities and materials designed for use by the teacher enrich students' learning in the subjects, skills, and values required by the curriculum?
- Do the activities and materials link the students' formal educational program to their informal educational activities?
- Do the program and activities encourage young people to work with different kinds and different ages of people in the community?
- Are supporting partners from state education agencies, schools of education and professional associations involved in developing the program?



GeoBlocks, a land form game, helps students create various town layouts which vary depending on the area's geography: mountain, seaside or river town. *(Photo: Punky Beasley Thomas, Center for Understanding the Built Environment)*

Encouraging a Preservation Ethic Through Heritage Education

Stewardship activities associated with heritage education programs should include protection of historic places in the community *and* an understanding of the importance of those places as the community grows and changes. Through study of the historic sites included in a heritage education program, the community perceives a greater value for these sites. Stewardship activities can also engender a preservation ethic that informs the community's thinking about its future. How do we incorporate our understanding of who we are—our heritage—into our planning for tomorrow? All community-school heritage education programs should expand awareness of the preservation needs of the historic sites used in the program and in the community as a whole. Wherever possible they should involve teachers and students in stewardship activities. Such activities might include showing students the preservation work underway at a historic site, organizing student volunteers for cleanup and maintenance of historic sites during National Historic Preservation Week, serving as docents at a house museum, or assisting with local festivals or events.

Stewardship activities introduce students to the crafts and professions involved in designing, building and maintaining a community, and to the decision-making process for community planning. A high school government class, for example, could attend city council hearings on zoning changes in a historic district.

Stewardship includes any activity that encourages a community to value and take care of its historical and cultural environment. Through experiential learning, *all* of the activities involved in a heritage

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Expanding the Classroom

In June 1992, more than 100 teachers from across the country gathered in Salt Lake City for a three-day workshop. The workshop would launch an intensive effort by the Utah Heritage Foundation and the National Trust's Western Regional Office to help teachers make better use of their historical and cultural environments in the classroom. Using Salt Lake City as a learning lab, groups of teaches were guided by architects, historians, city planners, preservation, and educational leaders in exploring the links between the city's historic sites and structures and the elementary and secondary curriculum in history, geography, the social sciences and the arts.

"Expanding the Classroom: Integrating Your Community with Curriculum" suggested that teachers could view the environment through five filters—aesthetics, physical environment, economy, culture, and technology—that would help students understand why places and buildings were designed as they were. They applied these filters to sites as diverse as the State Capitol district, the city's places of worship, a city park, and the commercial district.

The teachers worked with the project staff to develop classroom activities that used these places in Salt Lake City to teach concepts, topics and skills that are a part of their school district's curriculum. Parts of these activities were presented to the whole workshop on the last morning. Over the course of the next year, the activities will be incorporated into lesson plans that teachers can use in a variety of subject areas and grade levels.

The Expanding the Classroom project demonstrates the importance of collaborative programming. Project staff and workshop participants included teachers, architects, city planners, geographers, and other design professionals. Utah Heritage Foundation obtained financial and staff support from the Utah Humanities Council, the Utah Department of Education, local architectural firms, civic and business leaders, and a nearby school district.

Classroom teachers, university faculty, architects and planners, artists and folklorists participate in an "Expanding the Classroom Workshop" to design draft lesson plans. *(Photo: National Trust Western Regional Office)*

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Students at PS#1 in Kansas City demonstrate their knowledge of history and concern for an old building. *(Photo: Punky Beasley Thomas, Center for Understanding the Built Environment)*

education program—research, interpretation, instruction, and hands-on preservation work—are appropriate stewardship projects.

Some questions to ask about designing stewardship activities include:

- Have the collaborating partners set priorities and guidelines for the kinds of stewardship activities that need to be done in the community?
- Have these activities been evaluated as to the kinds of professionals, craftspersons and mentors required to carry them out? Is it realistic to think that these people can be recruited for the program?
- Have stewardship activities been designed to attract students and to meet the abilities and interests of students at different ages and grade levels?
- Have activities been designed to involve both formal and informal educational programs? Will they give young people experience in working with persons of different ages and interests in the community?
- What financial support will be needed for the activities, and can these funds realistically be obtained?

Professional Development for Heritage Educators

Heritage education depends on effective partnerships among staff and volunteers in many disciplines and with many interests. Educators, preservationists, site interpreters and other partners will benefit from joint professional development activities that help them design programs that use all of their talents and resources.

Numerous professional development opportunities are now offered by preservation organizations, museums, school districts and colleges and universities. A number of living history museums offer regular programs for teachers and site interpreters. Many local and statewide preservation organizations sponsor weekend and summer workshops for teachers. Museum properties and local preservation groups involve teachers in workshop settings to help them use the museum's or community's resources in their teaching. Historic preservation programs at colleges and universities sometimes offer heritage education courses for teachers in training, as well as professional development opportunities. Museum education and history programs at colleges and universities offer teachers instruction in interpretation of material culture resources and applied history.

Professional development programs tend to vary widely, depending on the focus and interests of those providing instruction and the available historical and cultural resources. Heritage education

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programs are far more effective if the collaborating partners seek out, or create, professional development opportunities that strengthen their knowledge and skills.

Funding for Heritage Education Programs

It is important to design heritage education programs that do not increase the financial burden of community organizations or the schools. There are often costs associated with the start-up of a program, and ongoing costs for materials and added personnel at historic sites. **The more completely teachers integrate the heritage education approach into their regular classroom instruction, however, the fewer additional costs need to be absorbed by the participating historic sites.**

Potential sources of funding for heritage education programs include:

Local and state humanities and arts councils: These councils can fund development costs for designing heritage education programs, such as convening meetings and paying consultants. They also can fund background research, preparation of interpretive programs and professional development workshops.

School districts and state education departments: These agencies receive some state and federal funds for innovative educational practices. They might be able to fund activities similar to the humanities and arts councils. They also can provide expertise.

Colleges and universities, libraries, archives and museums: These institutions can provide pro bono expertise and student interns. They could also be valuable partners in submitting funding proposals to agencies and foundations.

Foundations: Private and corporate foundations can fund any aspect of program development and ongoing operation. Foundations tend to have special interests, such as education, the arts, community stability. Best bets are those foundations with a local or regional focus. They would expect the heritage education project to address the particular interests of the foundation and community, and they will be most interested in projects that will be self-sustaining after initial funding.

Businesses and corporations: These organizations are similar to foundations in that local and regional businesses will be interested in projects in their area, and some corporations have a particular interest that is usually related to their product. They will also be interested in projects that are self-sustaining. These organizations, however, might be good sources of ongoing assistance for activities that keep their good name in front of the public, such as printing educational materials or funding a junior docent scholarship.

Individual donors: These persons usually have a special area of interest related to the well-being of their community or personal ideology. They are good candidates for sustained funding of some aspect of the program, such as a staff person.

Federal agencies, national organizations and foundations: These kinds of sources are most interested in funding projects that can become models of either content or process for other parts of the country, such as developing school-community partnerships, strengthening history education, and developing civic responsibility. Programs at the National Endowments for the Humanities and the Arts and the Department of Education would be particularly interested in collaborative projects that include schools, colleges and universities, museums and preservation organizations.

The National Trust for Historic Preservation awards two kinds of grants that could be used for heritage education. The National Trust regional offices award small Preservation Services Fund grants to nonprofit organizations and public agencies that could be used for starting a heritage education program, developing curriculum and materials, or professional development. The Critical Issues Fund awards larger grants for conducting substantive studies that can have significant impact for the preservation movement as a whole.

Acknowledgement

This *Information* booklet was written by Kathleen Hunter, director of Education Initiatives at the National Trust. It is the result of a two-year planning effort through which practitioners in the field, scholars, educational leaders, and National Trust staff, advisors and trustees established the goals and strategies for a heritage education focus for the National Trust.

Resources for Heritage Education

The National Trust for Historic Preservation maintains seven regional and field offices that can provide technical assistance and access to Preservation Services Fund grants. The addresses are listed on the back cover of this booklet.

The Trust maintains PRESERVE LINK, a telecommunication network with a number of preservation-related databases and an interactive bulletin board. PRESERVE LINK is carried on GTE-ES, the same carrier use by ERIC and other education information services. For information on PRESERVE LINK call: (202) 673-4067.

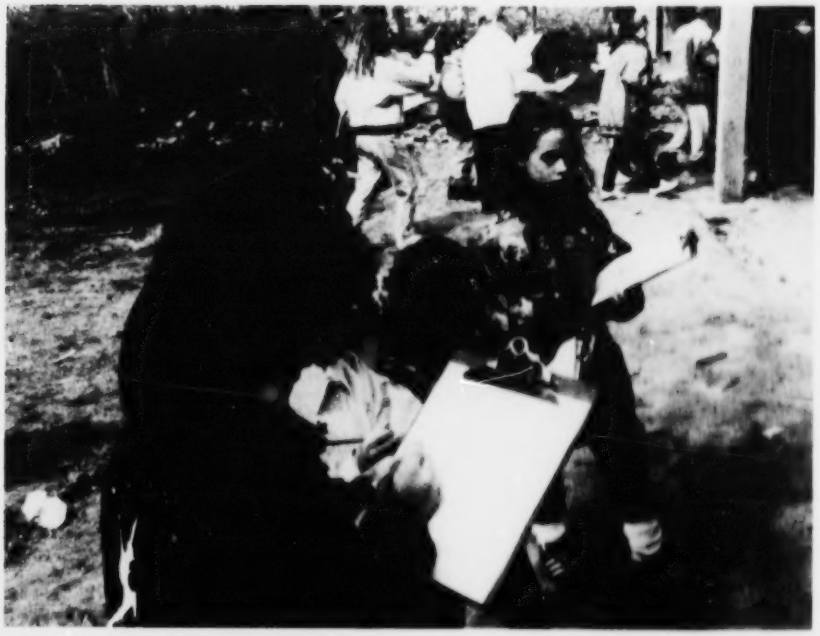
The National Trust's Heritage Education Program maintains a database of hundreds of heritage education programs and practitioners. This database is printed as a *Heritage Education Resource Directory*. For more information contact: Kathleen Hunter, NTHP, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036. (202) 673-4040.

The National Trust also maintains 17 historic house museums throughout the country. These properties strive to be models of preservation, interpretation and educational outreach. All offer a wide variety of programs for visiting teachers and students. Some of the properties are working collaboratively with other organizations to expand their programs and provide professional development for teachers.

The National Trust's Preservation Press publishes a number of materials that can be helpful for heritage education programs, such as subject area and regional guides and books for young people. The Press also publishes the *Landmark Yellow Pages*, an extensive directory of preservation-related resources, including state and local funding sources. For more information call (202) 673-4058 or toll-free (800) 766-6847.

The National Park Service, U.S. Department of Interior administers the National Register of Historic Places which accepts the nominations and maintains the records of more than 59,000 properties that are considered to be locally, regionally or nationally significant to the heritage of the American people. The National Register database sorts these properties in categories that are compatible with topics in the school curriculum. For more information contact: Chief of Registration, National Register, National Park Service, P.O. Box 37127, Washington, D.C. 20012-7127. (202) 343-9536.

The **Archeological Assistance Program** of the National Park Service promotes educational programs that teach archeology. The AAP maintains the LEAP database (Listing of Education in Archeological Programs). For more information contact: Archeological Assistance Division, P.O. Box 37127, Washington, D.C. 20013-7127.



Fourth graders at the Marion Carll Farm in Smithtown, N.Y., participate in a "Treasure Hunt" to look for the structural components of a restored 18th century barn. *(Photo: Carol Brown)*

The National Council on Preservation Education (NCPE) can provide information on undergraduate and graduate programs in historic preservation. Such programs may offer professional development programs in heritage education. For more information contact: National Council on Preservation Education, Michael Tomlan, Director, Graduate Programs in Historic Preservation, Department of Planning, 210 West Sibley Hall, Cornell University, Ithaca, N.Y. 14853. (607) 255-7261.

The National Conference of State Historic Preservation Officers (NCSHPO) can provide information on the historic preservation offices in each state. These state government offices maintain the most complete record of historic sites within the state, and are also important conduits to local and county resources. For more information contact: NCSHPO, 444 North Capitol Street, Suite 332, Washington, D.C. 20001. (202) 624-5465.

The American Institute of Architects (AIA) maintains a nationwide directory of professionals and volunteers in the Architecture in the Schools program who can be valuable partners for a heritage education program. This program also has developed technical assistance, professional development and curriculum materials. For more information contact: Alan Sandler, AIA, 1735 New York Ave., N.W., Washington, D.C. 20006. (202) 626-7300.

The American Association of State and Local History (AASLH) maintains an extensive list of volunteers, professionals and programs related to museum and site interpretation and historical societies. AASLH also publishes books on local history. For more information contact: AASLH, 172 Second Avenue North, Suite 202, Nashville, Tenn. 37201. (615) 225-2971.

Organization of American Historians (OAH) maintains a nationwide list of scholars, experts and practitioners in history research and education located at colleges, universities, school districts, public agencies, and private organizations. OAH has a special membership group related to history education in elementary and secondary schools. These members can be very helpful partners in designing a heritage education program. For more information contact: OAH, 112 North Bryan Street, Bloomington, Ind. 47408. (812) 855-7311.

American Historical Association (AHA) is the largest professional association for historians. It has a very active elementary and secondary education program. For more information contact: AHA, 400 A Street S.E., Washington, D.C. 20003. (202) 544-2422.

Educational Resource Information Center (ERIC) is a federally funded nationwide system of 16 clearinghouses, managed by the Office of Educational Research and Improvement of the U.S. Department of Education. ERIC Clearinghouse for Social Studies/Social Sciences Education is responsible for the collection and dissemination of data and materials at all levels of the social studies and social sciences. Offering services to educators throughout the country, ERIC provides ready access to educational documents through its information storage system and computer retrieval system. Among these materials are curriculum guides, teaching units, descriptions of innovative programs, bibliographies, articles, and research reports. ERIC is available to PRESERVE LINK subscribers. For more information contact: ERIC Clearing house for Social Studies/Social Science Education, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, Ind. 47408. (812) 855-3838.

National Council for the Social Studies (NCSS) is the largest professional organization for social studies educators, including history, geography, and civics education. NCSS publishes materials for teachers and maintains a listing of its members, and its state and local affiliates. It also lists social studies coordinators at state education agencies. For more information contact: NCSS, 3501 Newark Street, N.W., Washington, D.C. 20016. (202) 966-7840.

Publications

Past Meets Future: Saving America's Historic Environment. Antoinette J. Lee, ed. Washington, D.C.: Preservation Press, 1992. This collection of contemporary essays on issues facing the preservation movement includes an essay on heritage education. A good book for helping communities and their schools assess their preservation needs, and how to translate these needs into education programs. To order a copy contact: The Preservation Press, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036. Orders and Customer Service (202) 673-4058 or toll-free (800) 766-6847. The cost is $25.95 plus shipping and handling.

With Heritage So Rich. Special Committee on Historic Preservation, United States Conference of Mayors, Albert Rains and Lawrence G. Henderson, eds. 1966. Rev. reprint Washington, D.C.: Preservation Press, 1983. A basic work on the importance of the historical and cultural environment as a record of the nation's heritage, and the importance of the preservation movement to protect that heritage. This book is out of print but available in many libraries.

Heritage at Risk, A Report by NCPE, alerting the American people, and the preservation movement in particular, to the importance of introducing heritage education in the schools. To obtain a copy write: National Council on Preservation Education, 210 West Sibley Hall, Cornell University, Ithaca, N.Y. 14853. (607) 255-7261. The cost is $2.00.

Historic Preservation Forum, January/February 1992, Vol. 6 No. 1. This issue focuses on heritage education and includes speeches, case studies and reports on heritage education that sets some general directions and provides information on model programs. Copies are available from the Historic Preservation Forum, National Trust for Historic Preservation, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036. (202) 673-4296. The cost is $5.00.

A Nation At Risk. Washington, D.C.: Government Printing Office. This report by the U.S. Department of Education's Commission on Educational Excellence emphasizes the need for core subjects, basic skills and community values. This book is out of print but available in many libraries.

America 2000. Washington, D.C.: Government Printing Office. This report by state governors sets educational goals for the nation. The report speaks directly to history, geography and civics education and community-school partnerships. Available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402-9325. (202) 783-3238. The cost is $4.25 per copy. GPO stock number: 065-000-00447-0.

Charting a Course: Social Studies for the 21st Century. A joint report by the National Commission on Social Studies, OAH, AHA and the Carnegie Foundation that provides recommendations and guidance for social studies curricula at the various grade levels. To obtain a copy write: National Council for the Social Studies, c/o Maxway Data Corporation, 225 W. 34th Street, Suite 1105, New York, N.Y. 10001. (800) 683-0812. The cost is $7.00, plus $2.50 postage and handling. For orders over $20, the cost of postage and handling is 10 percent of the cost of the order.

Building a History Curriculum: Guidelines for Teaching History in Schools. An independent study by scholars and educators that recommends needed changes in the K-12 history curriculum. To obtain a copy write: Education Excellence Network, 5395 Emerson Way, P.O. Box 26-919, Indianapolis, Ind. 46226. (317) 545-1000. The cost is $3.00 per copy.

American Memory. A report by Lynne Cheney, Chairman the National Endowment for the Humanities, on the need to strengthen the humanities curricula in the schools. To obtain a copy write to National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506. (202) 606-8438. The report is available at no charge.

The mission of the National Trust for Historic Preservation is to foster an appreciation of the diverse character and meaning of our American cultural heritage and to preserve and revitalize the livability of our communities by leading the nation in saving America's historic environments.

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